

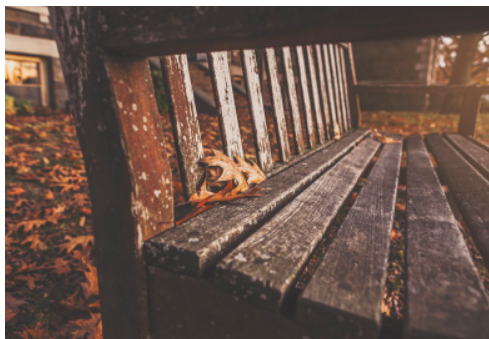


# CPRA **PROFESSIONAL DEVELOPMENT CERTIFICATION** PARTICIPANTS HANDBOOK

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Developed by  
CPRA Professional Development Task Force  
Updated with input from the Alberta Recreation and Parks Association  
December 10th, 2014

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# CHAPTER 1

## INTRODUCTION



### 1.1. Background

#### *The Program*






Working in the recreation and parks sector requires a unique and diverse set of knowledge, skills and attitudes. The CPRA Professional Development Certification (CPRA PDC) was created to foster the continual growth of these competencies through accessible professional development. Informed by consultations with national and provincial leaders in parks and recreation as well as, research into the professional development, and certification practices of other organizations, the program strives to strengthen the credibility and quality of parks and recreation professionals and the programs and services they provide.

CPRA PDC, as presented in this handbook, is a starting point. It will continue to evolve to meet the future needs of CPRA members and future conditions facing the parks and recreation sector.

## 1.2. Core Competencies

Core Competencies (Table 1) are the building blocks of the CPRA Professional Development Certification. They were developed by practitioners for practitioners, incorporating a unique set of skills, knowledge and attitudes essential to the continued growth of the recreation and parks sector. Over the course of certification and recertification, participants will be engaged in developing a balanced knowledge of these 19 core competencies.

**Table 1: Core Competency 1.0 Overview**

Competency Theme	Competency Area	
Foundations 	Quality of Life Agent of Change	Personal & Professional Growth Partnership & Collaboration
Leadership 	Agent of Change Big Picture Thinking	Individual & Group Dynamics
Community Building 	Community Engagement Community Development	Catalyst for Citizen Responsibility
Service Development 	Research Facilities Programs and Events	Planning Open Spaces
Organizational Management 	Resource Development Administration	Human Resources Management Marketing & Communication



### 1.3. Guiding Principles <sup>3</sup>

1. A national professional development program will promote and protect the unique vocational competencies of the parks and recreation sector.
2. A national professional development program must provide individual members with a consistent understanding of the sector, the issues it faces, and the competencies needed to address them.
3. Continuous professional development will be the primary objective of a national professional development program.
4. All provincial, territorial and individual members will have an opportunity to participate in a national professional development.
5. A national professional development program should be responsive to the needs of provincial, territorial and individual members.
6. A national professional development program will support the 1987 Recreation Statement and the 2014 Pathways to Wellbeing: A Framework for Recreation in Canada.

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<sup>3</sup> These guiding principles draw from the mission and mandate of CPRA and information and recommendations from: Association Attitudes towards a National Model of Professional Development, Professional Development and Certification Audi (available through the Leisure Information Network), and Alberta Recreation and Parks Membership Survey Summary (available through ARPA).



Steve Wilson

## 1.4. Overview

### ***Purpose***

To increase the level of professionalism within the parks and recreation sector by providing a national program that recognizes continuous professional development based on competencies identified for recreation and parks practitioners.

### ***Certification***

Certification is a 'warrant of competence' or 'warrant of expertise'. Through the certification process, the Canadian Parks and Recreation Association is certifying that an individual member of a provincial or territorial member association has made a commitment to continuous professional development and to strengthening the general core competencies needed to work in the field.

Certification means that a certified member is aware of and has a basic proficiency for performing a variety of roles in the parks and recreation sector. Certification does not mean that a member has demonstrated all of the capabilities that fall within the scope of parks and recreation. Nonetheless, all certified members will have enhanced their discipline-specific knowledge, strengthened their general skill set, and demonstrated a commitment to life-long learning within the parks and recreation sector.

### ***Certification and the Sector***

The overarching objective of the CPRA PDC is to ensure that those working in the parks and recreation sector possess the knowledge, and skills to perform occupational activities at a sufficient level to serve the sector.



There are a number of interests to balance in setting the certification standard. On the one hand it is important to exclude individuals who are not deemed qualified to do the work; on the other hand the standards must not be so strict as to unduly restrain the right of competent individuals to offer services to the employers or the public.

### ***Membership and Certification with CPRA***

CPRA exists to build healthy communities and enhance the quality of life and environments for all Canadians through collaboration with its members and partners; including the provision of education opportunities. CPRA membership includes:

- BC Recreation and Parks Association;
- Alberta Recreation and Parks Association;
- Saskatchewan Parks and Recreation Association;
- Recreation Connections Manitoba;
- Parks and Recreation Ontario;
- Association québécoise du loisir municipal;
- Recreation New Brunswick;
- Recreation Nova Scotia;
- Recreation PEI;
- Recreation Newfoundland and Labrador;
- NWT Recreation & Parks Association;
- Recreation and Parks Association of the Yukon;
- Recreation and Parks Association of Nunavut;

CPRA does not offer individual memberships.

### ***Program Participant***

In order to qualify for certification, an individual must hold an active membership with a CPRA member association.

### **Glossary**

‘Certification’, refers to:

1. The process by which participants are able to initially achieve their professional development certification.
2. The result of successfully completing the requirements of the certification or recertification process.



“Membership” refers to a participant’s relationship with a provincial or territorial association (e.g., Alberta Recreation and Parks Association).

“Professional development” refers to a variety of activities that increase participants’ capacity to perform their role or advance their career.

“Continuing professional development” refers to the means by which certified participants maintain their certification.

“Recertification” refers to the process by which participants maintain their certification.

### ***Program Requirements***

The CPRA Professional Development Certification has two distinct phases: Certification and Recertification. Each phase has its own requirements. The requirements are broadly defined as follows:

#### Certification

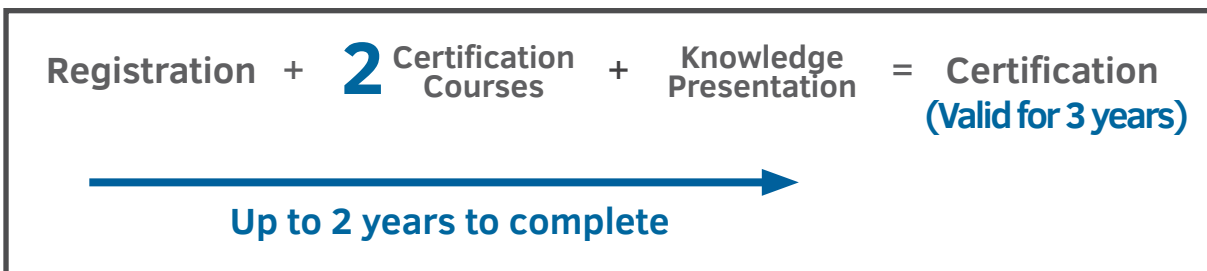
- Membership with a CPRA Provincial or Territorial Association
- Certification Courses
- Peer Reviewed Knowledge Presentation

#### Recertification

- Membership with a CPRA Provincial or Territorial Association
- Initial Certification
- Core Competency Workshops
- Learning Credits

# CHAPTER 2

## CERTIFICATION



### 2.1. Registration

Registration Requirements for the Certification Program:

- Proof of membership to a CPRA member;
- Pay a registration fee.

Once registered, participants have up to two years to earn certification. Activities undertaken before registration will not count towards certification.

### 2.2. Certification Courses

Certification Courses are nationally developed and delivered online courses designed to create a shared body of knowledge across the sector and connect practitioners from coast to coast. Participants must pass the two courses listed below to earn certification:

#### 1. *Introduction to Core Competencies in Recreation and Parks*

This course will focus on the core competencies for recreation and parks professionals in Canada. Specific attention will be given to Core Competencies for Recreation and Parks Professionals 1.0. Participants will be guided through a critical exploration of professional competencies and work with fellow participants to develop personal learning plans.

#### 2. *Current Issues and Trends in Recreation and Parks*

This course will focus on the trends and issues that are influencing, and will influence, the provision of recreation and parks opportunities in urban and non-urban settings. Specific attention will be given to Framework for Recreation in Canada: Pathways to Wellbeing. Participants will be encouraged to reflect on and share their local experiences as they relate to national issues and trends. Emphasis will also be given to identifying challenges and opportunities for change within the field.

## 2.3. Knowledge Presentations

The Knowledge Presentation is an opportunity for each participant to demonstrate to their peers an understanding of the recreation and parks core competencies and current issues.

Each participant will create a case study based on an issue or event that he or she has, are, or will soon, be dealing with in their practice. The case study will follow a general template (see Appendix A) and will clearly address a minimum of three competency areas. The case study will be presented in both written and oral formats (see Appendix B and Appendix C).

### ***Process***

A participant will present his or her case in front of a Knowledge Presentation Review Panel. Knowledge Presentation Review Panels are coordinated through CPRA member associations. A participant can register and complete his or her Knowledge Presentation with any CPRA member association.

The evaluation has two parts:

- 1) Paper
  - a. A typical case will be between 6-10 pages;
  - b. Arial 11 font, double spaced;
  - c. You may include supporting documentation as attachments;
  - d. Addresses the headings identified in Appendix A.

The paper will be due no later than three weeks before the oral presentation.

- 2) Oral Presentation
  - a. 30 minutes -
    - i. 15-20 minute presentation,
    - ii. 10-15 minutes of questions from the panel;
  - b. All presentations will be delivered to a live panel and can be done face to face or online;
  - c. Use of visual aids (e.g., PowerPoint, Prezi) is expected.

Each part will be evaluated by the same Knowledge Presentation Panel.

### ***Evaluation***

#### ***General***

To receive a passing grade for the Knowledge Presentation, participants must score a passing grade on both the written and oral presentations. Marking guidelines can be found in Appendix B and Appendix C.

### ***Knowledge Presentation Review Panel***

The Knowledge Presentation Review Panel consists of three panel members and a chair. The panel reviews and grades both elements of the Knowledge Presentation.

### ***Results and Possible Actions***

#### ***Pass***

Participants who receive a passing grade have met the requirements for the Knowledge Presentation.

#### ***Pass with Conditions***

Participants who receive a pass with conditions will have six weeks in which to address the specified conditions. Revisions will be presented to the original evaluation panel, who will then determine whether the participant has passed or failed.

#### ***Fail***

Participants who receive a failing grade of fail have two options:

- 1) Formally appeal the grade (see chapter 5)
- 2) Re-register for the Knowledge Presentation (see below).

### ***Deferring or Re-taking the Knowledge Presentation***

#### ***Deferring***

Participants are able to defer their knowledge presentation at any stage up to 72 hours prior to their oral presentation. Grounds for deferral are outlined in section 5. There is no cost for deferring the Knowledge Presentation.

#### ***Re-taking***

Participants who receive a failing grade and have not exceeded their two year certification time limit can re-take the Knowledge Presentation by registering with the Program Delivery Agent. The Program Delivery Agent will issue a re-take permit that can be used to register for a second and final Knowledge Presentation. Participants who receive a failing grade for a second time must re-register for the Certification Program and begin anew.

Participants are allowed to present on the same case study.

## **2.4. Certification**

Upon successfully completing the Certification Courses and Knowledge Presentation, participants will receive an official confirmation letter, from the Program Delivery Agent. The certificate is valid for up to a fixed three (3) year period.

# CHAPTER 3

## RECERTIFICATION

Registration + **3** Core Competency Workshops + **75** Learning Credits = Recertification  
(Valid for 3 years)

Within 3 years post certification

### 3.1. Purpose

The recertification program is designed to blend national standards with the flexibility to pursue personal professional development needs. Importantly, recertification ensures that members are engaged in life-long learning.

### 3.2. Qualifications and Requirements

Working towards recertification is intended to coincide with the certification period. In order to qualify for recertification a member must:

1. Hold a valid P/T Association membership.
2. Hold an active CPRA PDC Certification.

Requirements for recertification includes payment of Recertification registration fee, completion of three Core Competency Workshops and collecting 75 Learning Credits.

Activities undertaken before paying the Recertification registration fee will not be counted towards the requirements.

All recertification applications are subject to randomly selected audits prior to validation.

#### *Recertification Cycle*

All recertification will begin on June 1 and end on May 31. For example:

#### **Moving from Certification to Recertification**

If your certification requirements are met on September 14th, 2015. Your recertification period would begin on June 1, 2016 and you will have to have completed your recertification requirements by May 31st, 2019.

### **Moving from Recertification to Recertification**

If your recertification requirements are met on May 31st, 2016, your next recertification period begins on June 1, 2016 and you will have complete your next round of recertification requirements by May 31st, 2019.

### **3.3. Core Competency Workshops**

Certified members must complete three Core Competency Workshops (CCW) during the recertification period. The workshops are national in scope, focus on core competency themes (see page 2) and current issues or trends. Core Competency Workshops will be delivered online, similar to the format used of Certification Courses. Core Competency Workshops will be clearly indicated as CCW.

### **3.4. Activity Credits**

Recertification requires a participant to acquire a minimum of 75 activity credits. Participants earn activity credits by completing relevant third party professional development activities that develop their recreation and parks core competencies. These credits can be collected across a combination five different categories, each with its own maximum credit limit (See Table 2). A complete description of Development Categories and Development Activities can be found in Appendix D.

In all cases it is expected that the experience will either enhance or improve an existing competency and fall outside of the regular responsibilities of the participant, as defined by his or her job description.

**Table 2: Learning Credit Categories**

<b>Development Category</b>	<b>Max. Credits</b>	<b>Description</b>
A. Continuing Education	50	Formal learning environments (university, certifications, workshops)
B. Leadership/Mentoring	20	Personal development or mentoring of others outside of regular work responsibilities
C. Instruction, Research, Publication	20	Teaching, lecturing, presenting, facilitating, etc outside of regular work responsibilities
D. Work Projects/Initiatives	20	Conducting or making a significant contribution as part of your employment outside of regular work responsibilities
E. Volunteering	20	Developing new programs, events or initiatives or make significant updates to existing programs, events or initiatives outside of regular work responsibilities.

Participants are responsible for tracking and documenting their own credits. Credits will be entered into the online certification log. The log can be accessed through the learning platform ([www.certification.cprapdc.ca](http://www.certification.cprapdc.ca)) once you have registered for recertification.

An online directory of approved learning credit activities and providers will be made available by the Program Delivery Agent.

### **3.5. Recertification**

Upon successfully completing the above requirements, participants will receive an official confirmation letter, from the Program Delivery Agent. Recertification is valid for up to a fixed three (3) year period. During that time, participants must work towards their following recertification in order to maintain certification beyond the fix three (3) year period.



# CHAPTER 4

## GENERAL



### ***Role of the Program Delivery Agent***

The Program Delivery Agent is not involved in decisions regarding certification. Those decisions are made by committees, panels, and instructors.

The Program Delivery Agent is the contact point for all matters related to certification. The Program Delivery Agent is a go-between for participants pursuing certification and the relevant committees. All application forms and documents are forwarded to the Program Delivery Agent, who ensures that the documentation is complete and in order. If there is a question as to whether or not a certification requirement has been met, the application is forwarded to the appropriate committee or group for review and decision. The Program Delivery Agent will then inform the participant of the decision.

The Program Delivery Agent is also the official record keeper for all regulatory records and responsible for integrity and security of all registrations and certification documents, as outlined by the CPRA privacy policy. The Program Delivery Agent maintains a list of active and past certified members which includes each certified member's name, identification number and status.

### ***Deferrals***

It is possible that participants or certified member will encounter personal or work circumstance that inhibit them from completing requirements within their given timeframe. Deferrals will be processed through the Program Delivery Agent on a case by case basis. Participants wishing to be granted a deferral must do so in writing, 72 hours prior to any deadlines using the deferral form.

### ***Program Privacy Policy***

As the regulatory body, CPRA is responsible for safeguarding the personal information that is collected in the context of the professional development certification process. For more information on these policies please see the CPRA website.

### ***Reinstating Certification***

There are two situations in which a certification can be lost:

- 1) Failure to enroll in recertification cycle.
- 2) Failure to meet the recertification requirements

#### **Failure to Enroll in a Recertification Cycle.**

A participant's certification has lapsed for one or more certification periods you must:

- Enroll in and meet the requirements of the certification

#### **Failure to Meet the Recertification Requirements**

If a participant fails to meet the recertification requirements by his or her deadline, or does not comply with the recertification audit the participant is deemed to not have met the recertification requirement and will be notified by the Program Delivery Agent. At that time, the participant may work with the Program Delivery Agent to identify if and how the participant can meet the requirements in a timely fashion.

# CHAPTER 5

## APPEALS



Requirements of the certification program involve decisions regarding whether a requirement has been met. In all cases CPRA takes every measure to ensure that decisions are transparent, objective, impartial and fair. Nevertheless, error exists in all human endeavours. As such participants may appeal decision related to Certification Course grades or Knowledge Presentation grades.

### 6.1. Appeals

All appeals follow a formal process (See Appendix E). Specific roles and responsibilities for grade appeals are outlined in Appendix E). Each appeal must be accompanied by a letter or e-mail sent to the Program Delivery Agent along with the appropriate payment.

# APPENDIX A

## Knowledge Presentation Case Study Template

### Format:

#### *General*

- The length of the case will be dependent upon the complexity of your issue, problem, or situation.
- Integrate ALL of the facts, background information, and other relevant information pertinent to the analysis of your case.
- Use realistic situations (i.e. dialogue; statements; etc.) to illustrate the issue
- Keep names anonymous (e.g., Deb Comfort to Supervisor, City of Red Deer to Mid-sized City).
- The following elements must be addressed as relevant (see Table 3).

**Table 2: Required Case Study Elements**

Section	Description
Brief Statement of the Facts	<ul style="list-style-type: none"> <li>- summarize the main facts in your case study</li> <li>- identify only those facts which are pertinent to the issue or problem or situation you are addressing</li> <li>- BE CONCISE</li> </ul>
Statement of the Topic	<ul style="list-style-type: none"> <li>- as succinctly as possible, identify and describe the main topic being addressed in your case study</li> <li>- BE SPECIFIC</li> </ul>
Analysis of the Case	<ul style="list-style-type: none"> <li>- integrate competencies from a <u>minimum of 3</u> of the 5 core competencies areas in the analysis of your case study</li> <li>- focus on what you have or could contributed to the resolution of your case study</li> <li>- what did you learn through the process of dealing with this case study</li> <li>- what ethical issues did or could arise? how did or could these issues be addressed?</li> <li>- what major challenges did you or would you face in working towards a solution?</li> </ul>
Alternate Course of Action	<ul style="list-style-type: none"> <li>- identify and analyse the options and possible alternative courses of action you considered</li> <li>- what are the pros and cons of each alternative?</li> </ul>
Actual vs Desired Outcome	<ul style="list-style-type: none"> <li>- discuss and analyse in detail the actual or most likely outcome</li> <li>- what was your desired outcome?</li> <li>- what would you have done differently? The same?</li> </ul>

# APPENDIX B

## Knowledge Presentation

### Written Format Grading Template

#### **BACKGROUND**

The paper provides the foundation for the oral presentation.

#### **CONTEXT**

This knowledge presentation written format grading template makes provision for the assessment of the participant's ability to present a written case study. Each topic section is given equal weighting.

A participant can receive a mark of Fail, Conditional Pass or Pass. The marks are attributed based on a global evaluation of the assessment criteria. Generally, a participant who trends toward a Below Standard evaluation would receive a mark of Fail, a participant who trends toward Slightly Below Standard would be given a limited opportunity to improve and receive a mark of Conditional Pass, and a participant who trends toward Meets Standard or Exceeds Standard would Pass.

**PARTICIPANT NAME:**

**UNIT TITLE:**

**DATE:**

		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Slightly Below Standard</b>	<b>Below Standard</b>
<b>The Case</b>	<b>Topic Selection</b>	The topic is clearly positioned as being timely and relevant to the presenter and the sector.	The topic is positioned as relevant to the presenter or the sector.	The topic is not clearly positioned as relevant to the presenter or the sector.	The topic relevance is unclear.
	<b>Core Competencies</b>	At least three core competency areas were clearly included. The areas included were highly relevant to the case. Connections to specific competencies were made.	At least three core competency areas were clearly included. The areas included were relevant to the case.	At least three competency areas were included.	Less than three core competency areas were included.

<b>Structure</b>	<b>Main Facts</b>	Detailed, accurate, relevant. Key points are highlighted.	Generally accurate and relevant, but some gaps and/or irrelevant material.	Limited knowledge, with some significant gaps and/or errors.	Very limited, with many errors and gaps.
	<b>Logic</b>	Clearly and rigorously argued, logical, easy to follow.	Not always clear or logical, may be overly influenced by secondary literature rather than the requirements of the topic.	Argument underdeveloped and not entirely clear.	Muddled, incoherent.
<b>Critical Thinking</b>	<b>Interpretation of Information</b>	Attempts made to go beyond the ideas presented in secondary literature. Extensive evidence of independent thought and critical analysis.	Little attempt to go beyond or criticise secondary literature.	Fairly superficial and generally derivative and uncritical.	Entirely derivative, generally superficial.
	<b>Inclusion of Evidence</b>	Most points illustrated with relevant evidence. Key points supported with evidence.	Some illustrative material.	Some evidence mentioned, but not integrated into presentation.	Little or no evidence discussed.



<b>Writing Skills</b>	<b>Technical</b>	All sentences were well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
	<b>Audience (Peers)</b>	The author's purpose of writing is very clear, and there is strong evidence of attention to the audience.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience.	The author's purpose of writing is unclear.

General Comments:

Best Features:

Suggestions for Improvement:

**Mark Awarded:**

**Marker:**

**Date:**

# APPENDIX C

## Knowledge Presentation

### Oral Format Grading Template

#### **BACKGROUND**

This presentation should provide summary of key elements found in the written case study, focusing mainly that analysis, conclusion and findings.

#### **CONTEXT**

The knowledge presentation oral format grading template can be used for in-person or webinar presentations. The template guides assessment of a participant's ability to identify and communicate key messages and information to a live audience. Each topic section is given equal weighting.

Participants can receive a mark of Fail, Conditional Pass or Pass. The marks are attributed based on a global evaluation of the assessment criteria. Generally, a participant who trends toward a Below Standard evaluation would receive a mark of Fail, a participant who trends toward Slightly Below Standard would be given a limited opportunity to improve and receive a mark of Conditional Pass, and a participant who trends toward Meets Standard or Exceeds Standard would Pass.

**PARTICIPANT NAME:**

**UNIT TITLE:**

**DATE:**

		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Slightly Below Standard</b>	<b>Below Standard</b>
<b>The Case</b>	<b>Topic Selection</b>	The topic is clearly positioned as being timely and relevant to the presenter and the sector.	The topic is positioned as relevant to the presenter or the sector.	The topic is not clearly positioned as relevant to the presenter or the sector.	The topic relevance is unclear.
	<b>Core Competencies</b>	At least three core competency areas were clearly included. The areas included were highly relevant to the case. Connections to specific competencies were made.	At least three core competency areas were clearly included. The areas included were relevant to the case.	At least three competency areas were included.	Less than three core competency areas were included.

<b>Structure</b>	<b>Main Facts</b>	Detailed, accurate, relevant. Key points are highlighted.	Generally accurate and relevant, but some gaps and/or irrelevant material.	Limited knowledge, with some significant gaps and/or errors.	Very limited, with many errors and gaps.
	<b>Logic</b>	Clearly and rigorously argued, logical, easy to follow.	Not always clear or logical, may be overly influenced by secondary literature rather than the requirements of the topic.	Argument underdeveloped and not entirely clear.	Muddled, incoherent.
<b>Critical Thinking</b>	<b>Interpretation of Information</b>	Attempts made to go beyond the ideas presented in secondary literature. Extensive evidence of independent thought and critical analysis.	Little attempt to go beyond or criticise secondary literature.	Fairly superficial and generally derivative and uncritical.	Entirely derivative, generally superficial.
	<b>Inclusion of Evidence</b>	Most points illustrated with relevant evidence. Key points supported with evidence.	Some illustrative material.	Some evidence mentioned, but not integrated into presentation.	Little or no evidence discussed.

<b>Presentation Skills</b>	<b>Personal</b>	Very clear, concise and organized delivery of content. Enthusiastic, maintained excellent eye contact with audience (for in-person presentations), established good rapport with the group.	Content was delivered in a clear and organized format. Somewhat enthusiastic, and could have engaged more with the audience.	Content was not organized and main points or messages were difficult to follow. Lacked enthusiasm and limited engagement with the audience.	Presentation was poorly delivered with no enthusiasm or attempt to engage the audience.
	<b>Technical</b>	Technical aids and/or visual props were energetic and exciting. Aids made a significant contribution to audience engagement and understanding.	Effective use of technical aids and/or visual props. Provided some stimulation or explanation to audience.	Aids and/or props did little to engage or excite the audience.  Aids and/or props were distracting or did not clearly enhance audience understanding.	Aids and/or props were not used effectively or not used at all, which took away from the audience's experience.

<b>Presentation Skills (Continued)</b>	<b>Time Management</b>	Well organised, perfectly timed	More or less right length, but some material not covered properly as a result of overruns by five minutes or more.	Significantly over time, material fairly disorganised and rushed.	Significantly under or over time, clearly have not tested out material beforehand; disorganised.
	<b>Question Response</b>	Totally engaged with discussion, responded well to constructive criticism (when applicable). Responded well to questions; responses displayed level of critical thinking.	Responded reasonably well to questions, but engagement in discussion was minimal. Some critical thinking skills exhibited.	Appeared uncomfortable responding to questions; Appeared to be overly challenged by some of the questions and did not engage in discussion.	Did not respond to questions in an appropriate manner or was not able to answer questions. Did not accept constructive criticism or being critiqued. Appeared defensive with the interaction.

General Comments:

Best Features:

Suggestions for Improvement:

**Mark Awarded:**

**Marker:**

**Date:**

**Contact:**

# APPENDIX D

## Recertification Credit Report Guide

### Why Recertification is Important

Recertification is crucial to maintaining a high standard of competency-based professional development. This log helps you to track the various requirements of the CPRA Professional Development Certification.

### Recertification Philosophy

Continuous professional development aims to improve existing competencies and develop new competencies. As such it is expected that majority of learning credits needed for recertification will be earned through activities that extend practitioners beyond their regular work or volunteer responsibilities and explore new competency dimensions,

### Reporting Professional Development Activities

It is up to each participant to track his/her professional development activities. These activities can be tracked using the online professional development log. It is important to remember that only activities undertaken after registration in the recertification program can be counted towards recertification.

### How to Maintain Certification

Certification is maintained through participation in the three common Learning Workshops and collecting 75 Learning Credits during your three (3) year certification.

### What Learning Qualifies as Professional Development

Each participant should undertake any professional development that is relevant to his or her work in these following categories:

**Please Note:** You will need to reference the Development Category and associated Development Activity number when completing the Recertification Continuous Learning Credit Form.

Categories	Max. Credits Earned
A. Continuing Education	50
B. Leadership/Mentoring	20
C. Instruction, Research or Publication	20
D. Work Projects/Initiatives	20
E. Volunteering	20



Development Category	Development Activity	Activity Credits
<b>A. Continuing Education</b>	<b>1. University, College and Institute Courses</b> Successful completion of post-secondary course(s) from an accredited institution.	15 credits per course credit hour of instruction
	<b>2. Certification Courses</b> Attendance at courses that lead to a certification another than this program. (RFP courses, LEED, specialized instructor etc.)	1 credit per hour to a maximum of 8 points per day
	<b>3. Seminars/Workshops/Roundtables</b> Attendance at seminars, workshops, conferences, roundtables – online or in person. This includes PT/regional seminars, breakfast meetings or dinner speakers with educational components	1 credit per hour to a maximum of 8 points per day
	<b>4. Self-Directed Learning</b> This includes readings of periodicals and research in preparation for sharing of your learning at discussion groups, e-learning, and/or online discussion forums that have learning outcomes but do not result in workshop development. Outline how knowledge was applied or shared.	1 credit per activity to a maximum of 15 credits per 3 year period (Must list each activity)

Development Category	Development Activity	Activity Credits
<b>B. Leadership/ Mentoring</b>	<b>1. Mentoring</b> Acting as a mentor outside normal job responsibilities (i.e. not direct reports) through a formal agreement to develop specific skills.	1 credit per hour of mentor
	<b>2. Mentee</b> through a formal agreement to develop specific skills.	1 credit per hour of mentor
	<b>3. Supervising Recreational Studies (or Related Field) Participant in the Workplace</b> During a formal co-op, internship or work-experience placement where written appraisal is provided along with regular feedback.	1 credit per hour of contact

Development Category	Development Activity	Activity Credits
<b>C. Instruction, Research or Publication</b>	<b>1. Teaching a University, College or Institute Course for the First Time</b> Courses for which participants receive credit towards a degree, diploma or certificate and for which assignments, papers and/or exams have to be marked. Credit is granted for the first time the course is taught. The course must be taught at an accredited post-secondary institution.	20 credits per new course taught
	<b>2. Developing a New Course, Workshop or Seminar</b> Credit is only granted for the first time the course, workshop or seminar is developed for a non-post-secondary institution, workplace.	15 credits per new course
	<b>3. Facilitating New Course, Workshop or Seminar</b> Credit is only granted for the first time the course, workshop or seminar is facilitated for a non-post-secondary institution, workplace or client.	15 credits per new course
	<b>4. Guest Lecturer</b> Preparation of a minimum of three hours for a newly developed presentation/lecture.	5 credits per new lecture/presentation
	<b>5. Keynote Speaker/Session Presenter</b> At a national, provincial or regional conference.	10 credits per each <b>new</b> keynote presentation  5 credits for each new session presentation
	<b>6. Conducting or Participating in Research</b> Research must related to the 2014 Framework for Recreation in Canada that aspires to advance the sector through a significant report or published work. (e.g. white paper)	10 credits per project
	<b>7. Acceptance of Master's Thesis or Graduating Paper at a Master's Level</b> Must be in an area directly related to one or more of the Recreation and Parks competencies or a business related subject.	20 credits per degree

<b>Development Category</b>	<b>Development Activity</b>	<b>Activity Credits</b>
<b>D. Work Projects/ Initiatives</b>	<b>1. First time or significant contribution to your organization in the development, application or implementation of a program, project, or policy.</b> (Includes secondments/assignments outside your normal job responsibilities)	Small project (40–100 hours) 8 credits;  Medium project (101–199 hours) 13 credits;  Large project (200+ hours) 18 credits;
	<b>2. Significant Updates Policy, Program or Service/Process Improvements</b> e.g. Public or organizational policy, project, program or service provided	10 credits per occurrence to max. 20 credits
	<b>3. First time or significant contribution to your organization in the development, application or implementation of a program, project or policy that link to the 2014 Framework for Recreation in Canada.</b>	3 credits per contribution to a maximum of 10 credits
	<b>4. Significant Updates/Process improvements that align with the 2014 Framework for Recreation</b>	5 credits per contribution to a maximum of 10 credits
	<b>5. Knowledge to Action Evidence Based Programming in Canada</b>	2 credits per project to a maximum of 10 credits

Development Category	Development Activity	Activity Credits
<b>E. Volunteering</b>	<b>1. Active Committee/Taskforce Membership in an PT Association, or other organization outside current employer (local, provincial, regional or national)</b> For a period of no less than a year and/or minimum 24 hours per year including meetings and meeting preparation. Must demonstrate responsibilities for completing project work and/or leading sub-committees.	10 credits per year per committee
	<b>2. Chair/Co-Chair of a PT Committee or taskforce (in a PT Association or other organization outside current employer.)</b> For a period of no less than a year and/or a minimum of 24 hours per year including meetings and meeting preparation. Must demonstrate responsibilities for completing project work and/or leading sub-committees. This includes chapter/regional/executive level involvement.	15 credits per year per committee
	<b>3. Board Membership (in an PT Association)</b> For a minimum of the usual term and/or 24 hours commitment per year including meetings and meeting preparation. Must demonstrate responsibilities for completing project work and/or leading sub-committees.	20 credits per year per board
	<b>4. Conference Chair/Co-Chair</b> For a chapter, local, provincial, regional or national conference lasting a <b>minimum of 2 days</b> . Must demonstrate responsibilities for completing project work and/or leading sub-committees. <i>Conferences lasting 1 day would receive half the annual point allotment.</i>	20 credits annually per conference
	<b>5. Chair/Co-Chair or President of an PT Association</b> For a minimum term of one year. With demonstrated responsibilities for meeting organizational objectives. Must demonstrate responsibilities for meeting organizational objectives, completing project work and/or leading sub-committees. This is in addition to board membership.	25 credits per 3-year period

Development Category	Development Activity	Activity Credits
<b>E. Volunteering</b>	<b>6. Task Force Member</b> Representing a PT organization on a public or government Task Force for a minimum of 24 hours per year. Must demonstrate responsibilities for completing project work and/or leading sub-committees.	15 credits per 3-year period
	<b>7. Active Volunteer or Board Member in Non-profit Organization (not restricted to Parks and Recreation sector).</b> Must demonstrate responsibilities for completing project work and/or leading sub-committees.	10 credits per 3-year period
	<b>8. Volunteering for administrative tasks in PT Associations.</b> E.g. Knowledge Presentation Review Panel, auditor admin. Tasks at association conferences.	5 credits per day to a maximum of 10 credits annually.

## Audit

To ensure the integrity and standard of professionalism reflected in the granting of the certification, CPRA is required to audit recertification applications. This will be coordinated through the Program Delivery Agent. Selection of recertification applications for the purposes of auditing is made on a random basis. It is important to retain supporting documentation to validate your submission (the online tracking system can help you with this).

## Privacy Policy

CPRA is committed to protecting the privacy of your personal information. Information collected from this form will be used for recertification purposes only.

# APPENDIX E

## Grade Appeals Policy

### Appeals Process Overview

#### 1. *Scope and Application*

- 1.1. The process applies to matters of appeal or complaint between the PDA and participants in the Professional Development Certification Program, relating to a certification course and knowledge presentation grade or the granting of certification. No final decisions shall be made with respect to the appeals at the commencement of the process.
- 1.2. Before filing an appeal a participant should be familiar with the grounds for appeal as outlined in the Participant Handbook.

#### 2. *Filing on Appeal*

- 2.1. A participant wishing to file an appeal must do so within 30 days of the act or awareness of the act for which an appeal is sought. This relates to all steps of the appeals process as well. Only acts outlined in the Participant Handbook are eligible for appeal. Formal appeals are filed through the PDA.

#### 3. *Screening the Appeal*

- 3.1. Within seven (7) days of receiving a complete appeal application, the PDA will notify the appellant in writing as to the validity of the appeal as outlined in the previous section. Invalid appeals will not be refunded. Valid appeals will be forwarded to the appropriate persons or panels.

#### 4. *Appeals Progression*

- 4.1. Appeals of grades and granting of certification will adhere to the following process by the Appeals Group:
  - a) Appeals Chair – as requested by the PDA, the chair will review the appeal within 14 days of an appeal screened as valid.
  - b) Appeals Panel – as requested by the PDA will convene to review the appeal and notify the PDA of the outcome within 21 days.

### Purpose

This policy sets forth the basis of grading of common learning courses related to the CPRA Professional Development Certification Program and establishes:

- The basis on which a grade (pass or fail) will be assigned;
- The responsibilities of the Instructor and Appeals Group with respect to grading; and
- The responsibilities of the participant, the instructor, and the Appeals Group with respect to the reconsideration of a grade of pass or fail.
- This policy is intended to ensure the maintenance of high educational standards, reasonably consistent and equitable evaluation practices within and across courses, and appropriate procedures on the reconsideration of grades.

This Policy is not intended to restrict unduly the basis on which a final grade for a course are assigned, but to emphasize that participants, the Instructor and the Appeals Group should know in advance the general basis on which a grade will be awarded. This may include, in various combinations, but not limited to such items as results on an examination, tests throughout the term, participation in discussion through a variety of distance education methods, projects assigned, term papers or essays submitted, evidence of extensive reading and research or required tutorial interaction with the Instructor.

### **The Basis on which Grades Shall Be Assigned**

Grades shall reflect demonstrated achievement in meeting course objectives. The general procedures to be followed in arriving at the final grade shall be clearly communicated to participants and the Appeals Group in advance. This may include, in various combination, but not limited to such items as results on an examination, tests throughout the term, participation in discussion through a variety of distance education methods, projects assigned, term papers or essays submitted, evidence of extensive reading and research or required tutorial interaction with the Instructor.

Participants shall be advised of the general manner in which a grade will be assigned for any specific work required throughout the term. For example, if an essay is to be graded for style, format or documentation, the participant shall be informed of that

Participants may only appeal the assignment of a final grade (pass or fail). Marks given by the Instructor to individual course assignments are not appealable. Participants are encouraged to seek feedback about that assignment directly from the Instructor regarding the mark assigned and how it could be improved.

### **Grading: Responsibilities of the Evaluator**

The evaluator may be course instructor, knowledge presentation review panel chair, or the PDA. The evaluator is responsible for providing the participants (normally four weeks in advance of the start of the course) with a course outline and a statement setting out the course requirements and how these will relate to course grades. If circumstances subsequently require a change in those requirements, the evaluator will provide participants with a statement setting out those changes within the first week of classes. Course outlines usually should advise participants how marks will be allocated among such activities as exams, tests, term papers, tutorial participation, projects, and any other requirements.

The Evaluator will mark and return as promptly as possible assignments and other course requirements.

The Evaluator will provide the Chair, upon request, with a clear rationale for whatever marking approach is proposed.

The Evaluator is responsible for maintaining clear records of the marks given, to weight those marks to establish a final grade, and to ensure those records and any participant work retained (exams, essays, etc.) are kept for at least one year following the end of the termination of the course. Where a participant requests the reconsideration of a grade, the Evaluator and Appeals Group are responsible to retain records and participant work for one year following



the final resolution of that reconsideration. Such records and material will be filed with and retained by the Program Delivery Agent for the subsequent semester(s) that the evaluator is absent. Upon request, a participant shall be given access to his or her own work, as well as information about the evaluation, marking, grading and weighting of it.

The Evaluator is responsible for attempting to resolve each request from a participant to reconsider a grade, and to cooperate with the Appeals Group in the resolution of any request the Evaluator is unable to resolve directly.

### **Grading: Responsibilities of the Appeals Group**

The Appeals Group is responsible for submitting to the Evaluators course outlines, including statements of course requirements and how they will relate to course marks and grades, and for making these outlines available to participants (normally six weeks in advance of the start of the course).

The Appeals Group is responsible for considering requests from Evaluators to assign marks on some basis other than that stated in above and to approve those requests in which the evidence suggests the alternative approach is warranted.

The Appeals Group is responsible for reviewing with the Evaluator the marks and grades assigned in each course to determine whether:

- marking and grading has been done with reference to academic achievement (unless some other basis has been approved in advance);
- that it is consistent with the course requirements and basis stated in advance; and
- to countersign the grade sheet for a course when he/she is satisfied that participants in the course have been graded appropriately.

When a Appeals Group refuses to sign an Evaluator's grade sheet, it is expected that the Appeals Group and the Evaluator will do everything possible to resolve the difference and, failing that, the Evaluator will have recourse to appeal to the Appeals group of the Final Curriculum Appeals Committee\*, whose resolution of the matter will be considered final.

The Appeals Group is responsible for reviewing grading practices from time to time with the Program Delivery Agent and the CPRA Professional Development Committee in consultation with all contracted Evaluators, for encouraging discussion of issues related to marking and grading, and for encouraging consistency in grading practices across all courses being taught.

When an Evaluator and a Participant are unable to reach agreement on the reconsideration of a grade, the Appeals Group is responsible for assisting them to achieve a fair reconsideration of a grade.

### **Grading: Responsibilities of the Participant**

A Participant is responsible for retaining exams and assignments, including all Evaluator comments and feedback, which are returned in case the Participant wishes to appeal a grade.

A Participant who is unclear about the requirements for a course, or about the basis on which a mark and will be assigned, or who is concerned about the marking of a particular assignment, is expected to seek clarification or to express his/her concern to the Evaluator in a timely manner, normally within 10 days of receiving the information.

A Participant who is seeking reconsideration of his/her final grade in a course is expected to raise his/her concern with the Evaluator without delay, normally within 10 days of the release of the final grade.

The reconsideration of a grade may result in the grade remaining unchanged.

In the event that a Participant is unable to contact the Evaluator, or does not receive a timely reply from the Evaluator, or wishes to pursue further a request for reconsideration of a grade after receiving a response from the Evaluator, the Participant may present in writing his/her request and supporting reasons for it to the Appeals group. Such a request will normally be submitted within 60 days of the release of grades.

### **When Appeal of a Grade is requested**

At each step in the process of responding to a participant request to reconsider or appeal a grade decision, the Evaluator and the Appeals Group shall respond in a timely manner, normally within 7 days of receiving the request.

There are two levels of sequential appeal:

1. Appeal Chair
2. Appeal Panel

Each level is coordinated through the Program Delivery Agent.

When a Participant has requested a grade be reconsidered, it is the Participant's responsibility to provide to the Program Delivery Agent all the relevant work returned by the Evaluator, and it is the Evaluator's responsibility to provide to the Program Delivery Agent all relevant work which has been retained.

A Participant who is concerned that his/her request for reconsideration has been inappropriately addressed at the Evaluator/Appeals Chair group level may convey his/her concern to Appeals Panel. The Appeals Panel will review the events and:

- a) where he/she is satisfied that no new evidence has been presented and that judicious and proper procedures have been followed throughout, will confirm the grade awarded at the Chair level;
- b) where significant evidence appears not to have been appropriately considered at the Chair level, the Appeal Panel may refer for reconsideration back to the Chair with specific instructions;

c) where, in his/her judgment, the matter cannot be resolved at the Chair or designate level, the Appeal Panel may initiate reconsideration by alternative means. The Appeals Panel will arrange for an appropriately qualified person (or persons) to re-evaluate the work and recommend a grade to the Appeal Panel. Should the participant request anonymity in such a re-evaluation, reasonable steps shall be taken to ensure it.

The decision of the Appeal Panel shall be final.

### **Retention of Examinations and Other Records**

All participant work as well as records used to establish a final grade are to be filed with and retained by the Program Delivery Agent for one year following the semester in which they were written.

### **Scope**

This policy applies to all courses or knowledge presentations included in the Professional Development Certification Program which a grade is assigned based on work submitted by participants.